DOCUMENT RESUME

ED 364 124 FL 800 701

TITLE	Building Facilities/Custodial Services English as a Second Language Workplace Literacy Curriculum.
INSTITUTION	Arlington County Public Schools, VA. REEP, Arlington Education and Employment Program.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	93
CONTRACT	V198A10023
NOTE	18p.; For a related document, see FL 800 693.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Curriculum Guides; *Custodian Training; *English (Second Language); *Job Skills; Lesson Plans; *Literacy Education; Needs Assessment; Records (Forms)
IDENTIFIERS	*Workplace Literacy

ABSTRACT

The Workplace Literacy Curriculum for Custodial Services was developed for English-as-a-Second-Language classes for workers in participating businesses in Arlington County, Virginia, through a national workplace literacy grant with the cooperation of the Arlington County Chamber of Commerce. It is based on an analysis of tasks and interactions at the worksite. Employees were observed on the job, supervisors were consulted, and existing resources were reviewed to determine the language and basic skills needed to perform job duties. Twelve curricular units were developed. It is possible to cover six to eight units within a 60-hour class. It is recommended that each class begin with Personal Identification and Work Schedule units, which provide a review of basic literacy skills: reading, writing, and numeracy. This document includes guides for lesson planning, evaluation, and task needs assessment. Additional information covers the following tasks: personal identification; read work schedule; maintain positive relations/make small talk; request/provide supplies; follow instruction/describe job tasks; report work progress; performance evaluation; report absence/lateness; describe locations/give directions; report and prevent accidents/respond to emergencies; report problems such as repair needs; and read paychecks/timecards. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 364 124

BUILDING FACILITIES/CUSTODIAL SERVICES

ENGLISH AS A SECOND LANGUAGE

WORKPLACE LITERACY CURRICULUM

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Inaam Manseer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM (REEP)
ARLINGTON COUNTY PUBLIC SCHOOLS
ARLINGTON, VIRGINIA

FL800701

PROJECT DIRECTOR: INAAM MANSOOR
COORDINATOR: ELAINE SQUERI

CURRICULUM TEAM: SHARON MCKAY, INSTRUCTOR
AND INDUSTRY SPECIALIST
CAROL VAN DUZER, CONSULTANT
DOROTHY MC DONOUGH, INSTRUCTOR
LYNDA TERRILL, INSTRUCTOR
BETSY BAILEY, EDITOR

Copyright by Arlington Public Schools, REEP, 1993

ACKNOWLEDGEMENTS

This curriculum is a product of REEP's participation in a Workplace Literacy Partnership with the Arlington County Chamber of Commerce and Arlington County participating businesses. Special thanks go to the employees who allowed themselves to be shadowed and interviewed and to the supervisory personnel who helped identify the skills needed to effectively perform job tasks. Additional thanks go to Project Director Inaam Mansoor, Federal Workplace Project and Coordinator Elaine Squeri for their meaningful review comments. Above all, thanks to the workplace teachers who provided valuable feedback as they taught from the drafts.

Carol Van Duzer
Curriculum Coordinator, REEP
Arlington Public Schools

March, 1991

This document was prepared with funding from the U.S. Department of Education under grant V198A10023. The opinions expressed in this document do not necessarily reflect the positions or policies of the department.

CUSTODIAL SERVICES

ACKNOWLEDGEMENTS ii

INTRODUCTION 2
Organization 2
Definitions 2

USING THE CURRICULUM 4
Lesson Planning 4
Evaluation 4

TASK NEEDS ASSESSMENT 7

LESSON PLAN 10

PROGRESS REPORT 11

GUIDE TO ABBREVIATION OF RESOURCES 13

TECHNIQUES 14

CURRICULAR UNITS:

GENERAL ESL: PERSONAL IDENTIFICATION 16
READ WORK SCHEDULE 19
MAINTAIN POSITIVE RELATIONS/MAKE SMALL TALK 22
REQUEST/PROVIDE SUPPLIES 26
FOLLOW INSTRUCTIONS/DESCRIBE JOB TASKS 27
REPORT WORK PROGRESS 31
PERFORMANCE EVALUATION 34
REPORT ABSENCE/LATENESS 37
DESCRIBE LOCATIONS/GIVE DIRECTIONS 40
REPORT AND PREVENT ACCIDENTS/RESPOND TO EMERGENCIES 43
REPORT PROBLEMS: REPAIRS NEEDED 46
READ PAYCHECKS/TIMECARDS 49

WORKPLACE LITERACY CURRICULUM

Introduction By Carol VanDuzer

The Workplace Literacy Curriculum for Custodial Services is based on an analysis of tasks and interactions at the worksite. Employees were observed on the job, supervisors were consulted and existing resources were reviewed to determine the language and basic skills needed to effectively and efficiently perform job duties. Twelve curricular units were developed. Since priorities may differ from site to site, supervisors, in consultation with the instructor, may be asked to choose units according to the special needs at their sites. (A Task Needs Assessment Form is provided on page 6.)

It is also recommended that students be a part of content decisions. Preliminary needs analysis and communication networks can help a class isolate their primary needs for the class. If students are beginners in oral production, it is recommended to conduct the needs assessment in their first langauge, if possible.

In a 60-hour class it is possible to cover 6-8 units. It is recommended that each class begin with Personal Identification and Work Schedule units which provide a review of basic literacy skills: reading, writing, and numeracy, which are the building blocks for improved workplace literacy skills.

Organization

Each unit is based on a job task integral to carrying out the duties of the position. This task is also referred to as a competency. Each competency is then analyzed for language, knowledge, and other basic skills that are needed in order to perform the job task successfully.

The language pages present the job task (competency) as the unit title. This is then broken down into three levels of language proficiency for use with a multi-level class or in sequential courses. The vocabulary, basic skills, and culture points pertain to all levels of proficiency. It may be helpful to look at a unit of instruction while reviewing the definitions of terms below as used in this curriculum.

Definitions

SPL --(Student Performance Level) The SPL describes a student's language ability at a given level in terms of listening, speaking, reading, writing and ability to communicate with a native speaker. These descriptions are available in a separate document: Student Performance Level Document, MELT Resource Package. Each learner's SPL is determined by a pre-test.

Functions --Functions are the focus of language practice. They are units of communication that identify the outcome or purpose of an utterance. They depend on the context of the communicative act.

Language Sample --The examples represent how those functions may be expressed. They exemplify the complexity of language expected at that particular SPL. Language elicited from the students will often represent the best sample to use in class.

Structures --The structures noted identify the grammatical forms which are appropriate for the expression of the language function at that level. Instructors may wish to provide additional practice with the structure and expand its usage beyond the worksite. When no structure is listed, the example is to be viewed as an idomatic expression and taught accordingly.

Resources --Texts and materials listed contain activities and exercises which teachers have found to be appropriate for the level and curriculum. These are suggested resources. Teachers should select from resources provided at the worksite as well as other materials based on the needs and abilities of their particular students.

Vocabulary --The terms listed represent the essential vocabulary for the unit. They are to be taught and practiced in context, not as a word list. Additional vocabulary will be generated by the students. Instructors may wish to keep a notebook for compiling vocabulary and idiomatic phrases as the class progresses.

Basic Skills--These are the reading, writing, and numeracy skills necessary to perform the competency. They should be specifically taught to students who have not already mastered them and should be reviewed for those who have. Realistic reading and writing related to the job is optimum.

Culture/Industry Practices--This information focuses attention on cultural points from a work site that help students understand workplace values and customs. It should be addressed at the begining of the unit. Suggestions for teachers assist in materials development and supervisor liaison. When appropriate, the information can serve as springboards for classroom discussion on cross-cultural issues and work-cultural issues.

Problem Solving--This component focuses teacher and student on real situations where their decision-making skills play a part in initiating work and their communicative skills play a part in executing these decisions.

USING THE CURRICULUM

Lesson Planning

Before beginning a unit, look over the language and basic skills, resources, and cultural information and consider how they relate to the competency. Decide what functions may be combined to form communicative situations for instructional focus. Consider the emphasis you will place on each function and the order in which you will present them. (See the lesson plan form on page 8.)

1. **Introduction**. Select an activity to introduce the language in context. This may be a picture, listening exercise, short reading passage or dialog, video presentation, or demonstration.

2. **Presentation.** Plan to discuss the situation by eliciting who, what, where, why (purpose: language function). Elicit the dialog itself if possible. This information may have to be provided to students with a low level of proficiency.
   Note: An asterisk (*) indicates students are expected to respond only. They are not expected to produce the language given.

3. **Practice.** Select the vocabulary, grammatical structures, and pronunciation points to be practiced in depth. Consult the suggested resources for appropriate practice exercises.Choose activities that move from structured practice (drills, for example) to communicative activities (role play, information gap, simulation).

4. **Evaluation**. Determine which activity (from steps 3 or 4 above) will enable you to evaluate student performance of the language for the unit, or create a new activity for evaluation purposes. Achievement should be based on demonstrated performance in a job-role situation.

5. **Application**. Select application activities that give students an opportunity to personalize the language being taught.

Evaluation

Evaluation is an integral part of a workplace literacy class, providing data for the continuation of a workplace program that meets both the employees' learning goals and the employer's goal to enhance the company's daily operations. It provides feedback to:

- the learners on their progress
- the employers on success in meeting the company's aims
- the instructor on adjustments and changes that may need to take place in the instructional program to meet those goals.

In the classroom, evaluation of learner progress is:

- ongoing
- related to the curriculum
- based on demonstrated performance in job-role situations.

On the job, evaluation procedures (usually carried out by the supervisor) take note of changes in

- confidence
- performance
- productivity
- work habits.
- improved use of English

Evaluation Activity: The classroom instructor's primary responsibility for evaluation is monitoring learner progress on what is being taught in the classroom. Although some kind of evaluation should take place in every class, this section is concerned with the formal (documented) evaluation of mastery of work goals, language skills, and basic skills. A distinct activity is used for evaluation. Both the learner and the instructor should be aware that this activity is providing an opportunity for the learner to demonstrate what has been learned. The information is then recorded on the REEP Workplace ESL Progress Report (see page 9 for sample). The Progress Report is an excellent tool for introducing the learners to what they will be studying. By reviewing all or parts of the form at the start of the class and between each unit, learners gain a sense of where they have been and where they are going.

Learners are evaluated on their abililty to apply the unit's skill task to the job, using the language functions, structures, and basic skills that have been taught. Consider the quality of performance, remembering that the learners may have previously completed their job tasks successfully, but ***now the emphasis is on mastery of the specific skills presented*** for practice in the classroom. Actual performance in an on-the-job situation is the ideal measure of competency. This is not always feasible due to time and worksite constraints. However, situations can be simulated in the classroom.

Competencies requiring oral/aural use of language can be evaluated through role plays, cued responses, or demonstration. For example, "Reporting Absence/Lateness" could be evaluated in a role-play in which the learner being evaluated could pick a card describing a cause for absence and then use a telephone trainer to call the "office." The instructor or another learner could act as receptionist/supervisor. Competencies requiring reading, writing, or numeracy skills could be evaluated with paper and pencil tasks such as completing forms, taking a message, or finding information on a product label.

Progress Reports: After the evaluation activity is completed, record the learner's progress on the report form. This form lists the work goal (job task), language skills, and basic skills to be addressed in each unit. Learner progress is monitored for each of the skills covered in class. Once you have determined that sufficient time has been spent

on practice and application activities, select a time and activity for evaluation. Note individual progress using the following scale:

√ learner needs more practice; performs the task, but makes errors in communication (e.g. structurally incorrect, listener has difficulty comprehending)

\+ learner has mastered the skill; conveys ideas accurately or applies the language to the situation correctly (e.g. easily understood, grammatically correct)

NC skill was not covered in class

Unit progress reports are shared with the learners at the completion of each unit. At least twice during the instructional period, usually midway and at the end, the information is shared on a formal basis with the employer as well. At that time, each learner is also to be rated globally on pronunciation, fluency, and grammar according to the following scale:

PRONUNCIATION

1--frequent mispronunciations, cannot be understood
2--some mispronunications leading to confusion, understood if attentive
3--no serious mispronunciations, easily understood

FLUENCY

1--minimal response to or amount of communication
2--shows effort beyond minimum
3--elaborates response

GRAMMAR

1--very little control of structure taught, making comprehension difficult
2--control of simple structures, but makes errors which occasionally obscure meaning, can correct self.
3--controls most of the structures taught, but makes occasional errors that do not obscure meaning, corrects self.

A space is provided on the form for instructor's comments. The student's signature indicates that the learner has seen and understood the report.

Other Assessments: Learners may be asked to fill out self-evaluation forms or class evaluation forms. They are also given a post-test at the end of instruction to measure overall proficiency gains. Supervisors are asked to rate the class as a whole, as well as individual learners, in order to indicate the impact the instruction has had on the job. All of the data collected from these evaluations are considered not only in measuring the success of the current program but also in planning for the future.

Task Needs Assessment: Custodial Services

Below is a list of job skill tasks (competencies) and oral language skills (functions) necessary to carry out these tasks. These form the basis of the curriculum. In a 60-hour class, it is possible to cover 6-8 units.

The first three units listed should be covered the first few class sessions. They provide an opportunity to review basic literacy skills--reading, writing, and numeracy. The other units then need to be prioritized by the company's contact person (general manager, supervisor, liaison), in consultation with the classroom teacher and the students to determine class content. This enables the curriculum to be tailored to meet the company's most pressing needs.

	Unit #
Personal Identification	**1**
Identify self	
Ask/Answer simple questions	
Ask/Answer requests for clarification	
Read Work Schedule	**2**
Ask and answer questions about schedule	
Request schedule change	
Maintain Positive Relations/Make Small Talk	___
Introduce self	
Greet and take leave	
Talk about weather	
Make referrals	
Offer advice	
Offer assistance	
Confirm work assignment	
Request/Provide Supplies	___
Identify supplies	
Answer requests for supplies	
Ask for clarification	
Offer assistance	
Apologize	
Give reason	
Make a suggestion	

Follow Job Instructions/Describe Job Tasks ___

- Identify furniture/fixtures
- Identify parts of appliances
- Follow instructions
- Give multi-step instructions
- Offer assistance
- Request clarification of oral/written instructions
  - in person ___ by phone ___ by radio ___

Report Work Progress ___

- Answer requests for information
- Respond to praise
- Respond to criticism
- Report progress
  - Identify completed tasks ___ incompleted tasks ___
- Give explanations

Performance Evaluation ___

- Respond to praise
- Respond to criticism
- Ask for more responsibility

Report Absence/Lateness ___

- Identify self on telephone
- State problem
- Give reason for problem
- Identify body parts
- Identify ailments
- Make a request on the telephone
- State intention to return to work

Describe Locations/Give Directions ___

- Describe location of property facilities
- Give directions

Report and Prevent Accidents/Emergencies ___

- Identify safety signs
- Report accidents
- Warn others
- Make suggestions
- Explain sequence of events

Report Problems: Repairs Needed ___

- Identify problems
- Report repairs needed
- Request clarification
- Request assistance

Read Paychecks/Timecards ___

- Ask and answer questions about pay
- Report a problem
- Request assistance

Other

_____

_____

_____

LESSON PLAN

Lesson Objectives:

Warm up/Review/Introduction

Presentation

Practice

Evaluation

Application

REEP WORKPLACE ESL
PROGRESS REPORT: CUSTODIAL SERVICES

Employee_____ Teacher_____ Company_____
Class Site_____ Start Date_____

WORK GOALS/LANGUAGE SKILLS		BASIC SKILL	
Personal Identification			
Identify self	___	Identify letters	___
Ask and answer simple questions	___	Write alphabet	___
Ask for clarification	___	Write name	___
		Complete simple form	___
Read Work Schedule			
Ask and answer questions about schedule	___	Identify days	___
Request schedule change	___	Identify dates	___
		Tell time	___
		Identify numbers 1-100	___
		Write the days	___
		Write the dates	___
		Complete leave request form	___
		Calculate hours worked	___
Maintain Positive Relations			
Greet and take leave	___	Match weather terms with pictures	___
Introduce self	___	Locate rooms on property	___
Talk about weather	___	Identify information on floor/plan directory	___
Offer advice	___		
Confirm work assignment	___		
Request/Provide Supplies			
Identify supplies	___	Read names of supplies	___
Make and answer requests	___	Match names with pictures	___
Ask for clarification	___	Count supplies	___
Offer assistance	___	Complete supply request form	___
Apologize	___		
Give reason	___		
Make a suggestion	___		

WORK GOALS/LANGUAGE SKILLS		BASIC SKILLS	
Follow Job Instructions/Describe Job Tasks			
Obtain entry	___	Read assignment slips	___
Identify and sequence tasks for cleaning	___	Fill out work orders	___
Request for clarification of task	___	Estimate time needed to complete task	___
Identify furniture & fixtures	___		
Identify parts of appliances	___		
Identify tools/material needed	___		
Sequence task for cleaning	___		
Report Work Progress			
Answer request for information	___	Write simple sentences	___
Respond to praise	___	Write simple questions	___
Respond to criticism	___	Estimate time needed to complete task	___
Report progress	___		
Give explanation	___		
Performance Evaluation			
Respond to praise	___	Read performance evaluation	___
Respond to criticism	___		
Ask for more responsibility	___		
Ask for a raise	___		
Ask for a promotion	___		

Key

√ - still practicing
+ - can do well
NC- nor covered
A - absent

WORK GOALS/LANGUAGE SKILLS		BASIC SKILLS	
Report Absence/Lateness			
Identify self on telephone	___	Identify health words	___
State problem	___	Read appointment cards	___
Give reason to problem	___	Complete leave form	___
Identify body parts	___	Calculate hours of sick pay	___
Make a request on the telephone	___		
State intention to return to work	___		
Describe Locations			
Describe location on property facilities	___	Identify signs of property	___
Give directions	___	Locate information on floor plan/directory	___
		Interpret cardinal numbers and fractions	___
Report Accidents/Emergencies			
Identify safety signs	___	Read chemical labels	___
Report accidents	___	Fill out report form	___
Warn others	___	Fill out insurance claim form	___
Make suggestions	___	Dial 911 or emergency number	___
Explain sequence of events	___	Read safety regulations	___
Report Problems Repairs Needed			
Identify problems	___	Identify room numbers	___
Report problems	___	Fill out work orders	___
Request clarification	___	Fill out and found slips	___
Request assistance	___		
Read Paychecks/Timecards			
Ask and answer questions about pay	___	Endorse check	___
Report problem	___	Calculate pay	___
Request assistance	___		

	1	2	3
Pronunciation			
Fluency			
Grammar			

Comments:

Student Signature _____ Date: _____

Teacher Signature: _____ Date: _____

	1	2	3
Pronunciation			
Fluency			
Grammar			

Comments:

Student Signature _____ Date: _____

Teacher Signature: _____ Date: _____

Excellence Attendance: yes/no

Key

1 - Needed Improvement
2 - Satisfactory
3 - Good

√ - still practicing
+ - can do well
NC- not covered
A - absent